

Weightage Given to Different Areas of School Curriculum in Various States

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विद्यया ऽ मृतमश्नुते



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FOREWORD

The process of curriculum development must be a dynamic one if it is to respond to the needs of the society which constantly undergoes changes. To translate intentions into realities, the dynamism in the process of curriculum development should permeate all elements of curriculum and all stages of its development, including implementation and evaluation

Allotment of time for various curriculum areas in the school timetable is an important element of curriculum implementation as it exercises powerful influence on many other facets of curriculum development. In fact, it should be deliberated upon in the initial stages of curriculum development or before an exercise to revise it is undertaken. The present study was undertaken with a view to obtaining information on what may be called 'timetabling' or in other words allocation of time to different subjects

Curriculum developers at the national as well as at the state level may utilize the useful information provided by the study. I am thankful to Dr G L. Arora, Reader, Curriculum Group for undertaking and completing the study. We would welcome suggestions for the improvement of the study.

T.N. DHAR

Joint Director

New Delhi
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CHAPTER 1

INTRODUCTION

Theoretical Context

Availability of resources, of men, materials and time, is a major consideration in the formulation of curriculum plans. The availability of time for curriculum transaction in actual classroom situations depends on the length of the academic year as well as the school day. These are in fact the starting points for allocating available time to different components of the curriculum, both curricular and co-curricular. The question of curriculum load may arise if the availability of time is not matched suitably with the length of the prescribed course content. If the prescribed curriculum content can be taught and learnt conveniently within the available time, there will obviously be no question of curriculum load. In other words, it can be said that if the time available is too short for the prescribed syllabus, the load may be considered as relatively heavy, while, if the time required for the syllabus is much less than the available time, the curriculum will appear to be relatively light.

It is an established practice that the curriculum framers, while prescribing course content in different subjects, take care to suggest apportionment of school time for different areas. It is a matter of common observation that all the subject areas included in the curriculum are not allocated equal amount of time. This implies that the weightage given to different subject areas in terms of time allocation differs from subject to subject. The weightage given to a subject is also reflected in the percentage of

maximum marks allotted for it in the annual examination. There may be a number of considerations responsible for giving differential weightage to different subjects, both in terms of time allocation and marks allotment.

School education in India is a State subject. NCERT prepares model curricula and syllabi but the states are free to adopt the same in toto, or adopt these with suitable modifications or frame their own curricula. With this flexible pattern of curriculum development, it is but natural that different states should have given different weights to different subject areas, in terms of time allocation or marks allotment. What are the subjects which are given more weightage in comparison to other subjects in different states? Are the subjects given more weightage in terms of time allocation and/or same weightage from examination point of view? The present study was undertaken with a view to finding answers to such questions.

Objectives

The basic purposes for which the study was undertaken are briefly stated below.

- 1 To ascertain the relative weightage given to different subject areas in terms of time allocation.
2. To ascertain the relative weightage given to different subject areas in terms of marks allotment
- 3 To ascertain the relationship between weightage given to different subject areas in terms of time allocation and weightage in marks allotment.

Significance of the Study

The study aims at presenting, at one place, a comparative picture of the relative weightage given by different states to different subject areas both in terms of time allocation per week and in terms of marks allotment in the annual examination. It is expected that this information will help educational authorities of different states to review the organisation of school programmes in their own states in the light of practices currently in vogue.

Methodology

(a) *Sample and Delimitation of the Study* : The study was undertaken, as indicated earlier, with a very limited purpose. Moreover, since it would be time consuming to obtain information from all the states, it was

decided to restrict the study to only those states from which complete information became available. Only a few selected states have, therefore, been included in the sample. The questionnaires were received from about 40% of the states only. In a few states, time allocation at the primary stage (Classes I to V) was not clear-cut in terms of class periods, in others, the system of marks allotment was also not followed rigidly at this stage. In view of these factors, it was decided to further delimit the study to Classes VI to X only. Since all the states did not supply complete information, it was decided to process data in respect of only those states from which complete information for Classes VI to X was available. The position available in eight states was, therefore, analysed.

(b) *Tool Used for Data Collection* To obtain necessary information from the states, a questionnaire (Appendix) was developed. The questionnaire aimed at eliciting information concerning duration of a school day, duration of a class period, total number of periods per week, number of examination subjects (compulsory and elective), number of non-examination subjects, number of periods per week allocated for different subject areas, maximum marks allotted for different subjects, etc.

(c) *Collection of Data* The questionnaire which was mailed to the Directorates of Education and Boards of School Education of all the states and union territories, was to be completed by authorities responsible for curriculum development including preparation of guidelines for the organisation of school programmes. The completed questionnaires were received either from the Directorates of Education or from School Education Boards.

(d) *Organisation of Data* A preliminary scrutiny of the tabulated data revealed that in most of the states there was one pattern of time allotment and marks allotment for Classes VI to VIII, but a different pattern for Classes IX and X. However, in respect of one state (Mizoram), the pattern followed in the case of Class VI was different from the pattern followed in Classes VII and VIII. In view of the differences in the practices followed, data were grouped and analysed in three sub-groups separately, viz., Class VI, Classes VII and VIII and Classes IX and X.

The curriculum areas at the middle and secondary stages of education are clearly divisible into two categories, viz., academic subjects and non-academic curriculum areas. Of the academic subjects, five subjects, namely, Mother Tongue, English, Mathematics, Science and Social Science/Studies are taught compulsorily in all the states from Classes VI to X. All these are examination subjects also. In a majority of the states, Social Science which comprises History, Civics, Geography, etc., is considered as one subject both from the viewpoint of time allocation and marks allotment. In a few states, however, the subject is included under the nomenclature

of History and Geography and in one state History and Geography are taught as two separate subjects with separate time allotment in school time table and marks allotment in the annual examination. For the purpose of the present study, History and Geography have been put together under the title of 'Social Science'.

The sixth academic subject is 'Third Language'. It is not taught compulsorily in all the classes and in all the states. Socially Useful Productive Work (SUPW) is included in the school curriculum in all states, but in some states it is either designated as Work Experience or as Craft. All such areas have been put under the common title of SUPW. Likewise, Physical Education, Games, P.T., etc., have been put under the title 'Physical Education'.

In some states, the students are also given a choice to select one or two subjects out of a list of subjects. In the present study, these have been put under the category of 'Electives'. In a few states Drawing or Arts and Crafts is included in the curriculum as a compulsory subject, which has been put under the title 'Drawing/Arts and Crafts'. Besides these areas which are easily classifiable, there are a few more areas which have been shown under the title 'Other Curriculum Activities'. Moral studies, supervised study, co-curricular activities are a few illustrations of such activities. Summarizing, the data have been analysed under the following eleven titles (1) Mother Tongue, (2) English, (3) Science, (4) Mathematics, (5) Social Science, (6) Third Language, (7) SUPW, (8) Physical Education, (9) Drawing/Arts & Crafts, (10) Electives, (11) Other Curriculum Activities.

CHAPTER II

DESCRIPTION, ANALYSIS AND INTERPRETATION OF DATA

The data are presented in 22 tables. A few aspects of the organisation of school programmes in respect of Class VI are presented in Tables I to VII, those pertaining to Classes VII and VIII in Tables VIII to XIV, and those concerning Classes IX and X are given in Tables XV to XXI. In Table XXII, the relative positions of different subject areas in terms of time allotment and marks allotment along with coefficients of correlation have been given.

The first table in each category (Tables I, VIII and XV) includes some information of general nature regarding the concerned class/classes. In the second and third tables in each category, time allotment in clock hours and percentage of the total time allocated for different subject areas, has been given. The fourth and seventh tables in each category (Tables IV, VII, XI, XIV, XVIII and XXI) indicate the priority given to different subjects in terms of time allotment and marks allotment respectively. The fifth, and sixth tables (Tables V, VI, XII, XIII, XIX and XX) in each category provide information on allotment of total marks and percentage of the aggregate marks, for different subject areas

It is a matter of common observation that some subject areas in the school curriculum are given more importance or weightage as compared to other areas. The relative weightage given to a subject is reflected in the time allocated per week for teaching it or in the allotment of maximum marks for it in the annual examination. It is obvious that all the subject

areas are not allotted equal time in the school time-table. Position given to five academic subjects on the basis of priority assigned to them in terms of time allocation and marks allotment along with rank order coefficients of correlation are given in Table XXII

TABLE I

General Information Regarding Curricular Organisation—Class VI

State	Duration of school day	Total No of periods per week	Duration of a period (in minutes)	Duration of Recess period and Lunch interval (in minutes)	No. of Exam subjects		No. of Non-exam. subjects
					Compul- sory	Elec- tive	
A & N Islands	6 hrs	48	40	40	6	—	2
Assam	5 hrs	38/39	35-45	30	9	—	1
Delhi	5 50	48	30-40	20	6	1	2
Himachal Pradesh	6 hrs	48	40	30	6	1	1
Mizoram	6 hrs	35	40	80	8	—	2
Punjab	6.75	54	35-40	30	7	1	—
Rajasthan	6 hrs	48	30	30	6	1	—
*Tamil Nadu	6 25	35	45	55	6	—	2
Total	47 50	354	305	315	54		
Average	5.92	44	38	39	7		

*Saturday closed

Interpretation and Discussion

Tables I-VII provide a comprehensive curriculum scenario in different states in respect of Class VI. Length of a school day is the starting point of curriculum formulation because almost every other aspect of curriculum development is closely linked with it. The extent or scope of content of a subject is determined by the number of periods allocated per week for it in the school time-table and time allocation for different subjects is in turn determined by the total time available or the length of a school day. Thus, it is clear that the length of a school day, duration of a period, total

TABLE II

Allotment of Time in Clock Hours per Week for Different Curriculum Areas—
Class VI

	<i>A & N Islands</i>	<i>Assam</i>	<i>Delhi</i>	<i>H P</i>	<i>Mizoram</i>	<i>Punjab</i>	<i>Rajasthan</i>	<i>Tamil Nadu</i>	<i>Aver- age</i>
1. Mother Tongue	5 33	3 33	4 25	4 00	2 67	4 67	3 00	5 25	4.06
2. English	5 33	4 00	4 25	4 00	2 67	6 00	3 00	4 50	4.22
3. 3rd Language	4 00	2 00	2 45	—	2 00	3.33	3 00	—	2.79
4. Science	4 00	2.67	3.67	4 00	2 67	4.67	3 00	4 50	3.64
5. Social Studies/ History & Geography	4 00	3 33	3.67	4 00	5 34	4 00	3 00	3 00	3.79
6. Mathe- matics	5 33	4 00	4.25	4.00	2 67	6 00	3.00	5.25	4.37
7. SUPW	2 00	—	3 00	4 67	4 00	—	—	—	3.56
8. Physical Educa- tion & Sports	1 33	—	1.83	4 00	—	4 00	—	1.50	2.53
9. Arts & Crafts/ Drawing	—	.67	—	—	1.33	—	—	1.50	1.26
10. Elective subject	—	—	1.83	3.33	—	3.33	6 00	—	—
11. Other Curricu- lum Acti- vities	.67	.67						.75	
	32.00	20.67	29.20	32.00	23.35	36.00	24.00	26.25	

number of periods per week, number of compulsory and optional subjects are important considerations for curriculum formulation.

Table I indicates that the duration of a school day in the sample states ranges between 5 hours and 6.75 hours with an average of 5.92 hours. The duration is the minimum, viz., 5 hours in Assam, whereas it is the maximum, viz., 6.75 hours in Punjab. The modal time is however

TABLE III

Percentage of Time Allotted to Each Subject Area in Class VI

	<i>A & N Islands</i>	<i>Assam</i>	<i>Delhi</i>	<i>H.P.</i>	<i>Mizoram</i>	<i>Punjab</i>	<i>Rajasthan</i>	<i>Tamil Nadu</i>	<i>Average</i>
Mother Tongue	16.67	16.20	14.89	12.50	11.43	12.97	12.50	20.00	14.65
English	16.67	19.30	14.89	12.50	11.43	16.67	12.50	17.14	15.14
3rd Language	12.50	9.65	8.39	—	8.57	9.25	12.50	—	10.14
Science	12.50	12.85	12.57	12.50	11.43	12.97	12.50	17.14	13.06
Social Studies, History & Geography	12.50	16.20	12.57	12.50	22.86	11.11	12.50	11.43	13.96
Mathematics	16.67	19.30	14.89	12.50	11.43	16.67	12.50	20.00	15.62
SUPW	6.25	—	9.28	14.59	17.14	—	—	—	12.66
Physical Education/ Games etc.	4.14	—	6.26	12.50	—	11.11	—	5.72	7.95
Arts & Crafts/Drg.	—	3.25	—	—	5.71	—	—	5.72	4.89
Electives	—	—	6.26	10.41	—	9.25	25.00	—	12.73
Other Curriculum Activities	2.10	3.25	—	—	—	—	—	2.85	2.73

6 hours on working days. The duration of recess period ranges between 20 minutes (Delhi) and 80 minutes (Mizoram) with an average of 39 minutes. Thus, actual instructional time is the minimum, viz., 4.50 hours in Assam and the maximum, viz., 6.25 hours in Punjab. The modal duration of recess period is 30 minutes.

The total number of curriculum areas ranges between seven (Rajasthan) and ten (Assam), out of which the number of examination subjects ranges between six (Tamil Nadu, and A & N Islands) and nine (Assam). In Punjab and Rajasthan all the prescribed subjects are examination subjects, whereas in all other states one or two subjects included in the curriculum are non-examination subjects. From the point of view of the modal as well as average number of examination subjects, the states of

TABLE IV A

State-wise First, Second and Third Priorities Given to Different Subjects in Terms of Percentage of Time Allotted per Week in Class VI

<i>State</i>	<i>First Priority</i>	<i>Second Priority</i>	<i>Third Priority</i>
A & N Islands	Mother Tongue, English, Mathematics	3rd Lang, Science, Social Studies	SUPW
Assam	English, Mathematics	Mother Tongue, History & Geography, Science, Social Studies	Science
Delhi	Mother Tongue, English, Mathematics	Science, Social Studies	Third Language
Himachal Pradesh	SUPW	Mother Tongue, English, Science, Social Studies, Mathematics	Games & Supervised Study
Mizoram	History & Geography	SUPW	M T, English, Science, Mathematics
Punjab	English, Mathematics	Mother Tongue, Science	Social Studies, Physical Edu.
Rajasthan	M T, English, Science, Mathematics, Social Studies, 3rd Language, Two Electives	—	—
Tamil Nadu	Mother Tongue, Mathematics	English, Science	History & Geography

TABLE IV B

Over-all Ranks* for Weightage Given to Different Subject Areas

<i>Rank</i>	<i>Subject</i>
I	Mathematics
II	English
III	Mother Tongue
IV	Social Studies
V	Science
VI	Other Areas

*To determine the over-all rank of a subject in all the states, a score of 3, 2, or 1 was assigned for the first, second the third priority respectively. Thus the total score in respect of each subject was computed

TABLE V

Maximum Marks Allotted to Different Areas in the Annual Examination—Class VI

<i>Subject</i>	<i>A & N Islands</i>	<i>Assam</i>	<i>Delhi</i>	<i>Himachal Pradesh</i>	<i>Mizoram</i>	<i>Punjab</i>	<i>Rajasthan</i>	<i>Tamil Nadu</i>
Mother Tongue	100	100	200	100	100	100	200	100
English	100	100	200	100	100	100	200	100
3rd Language	100	100	200	—	50	100	200	—
Science	100	100	200	100	100	100	200	100
Mathematics	100	100	200	100	100	100	200	100
Social Studies, History, Geography	100	200	200	100	200	100	200	100
SUPW	—	—	—	100	—	—	—	—
Physical Education/ Games	—	—	—	—	—	100	—	100
Arts & Crafts/Drg.	—	50	—	—	50	—	—	—
Electives	—	—	200	100	—	100	200	—
Other Curriculum Activities	—	50	—	—	—	—	—	—
	600	800	1400	700	700	800	1400	600

Assam, Mizoram and Punjab fall in high category, the states of Delhi, Himachal Pradesh and Rajasthan belong to the average category, and the states of Tamil Nadu and A & N Islands fall in the low category.

Tables II-IV indicate the relative weightage given to different areas in terms of the weekly time allocation. As the tables show, time allocation for Mother Tongue in different states ranges between 11.43% (Mizoram) and 20% (Tamil Nadu) with an average of 14.65%. Besides Tamil Nadu, states of Assam, Delhi and A & N Islands also give higher weightage to Mother Tongue in the school time-table. In the case of English, time allocation ranges between 11.43% (Mizoram) and 19.30% (Assam) with an average of 15.14%. The states like A & N Islands, Delhi, Punjab and Tamil Nadu have also given higher weightage to English. The curriculum

TABLE VI

Percentage of Maximum Marks Allotted to Different Areas in the Annual Examination—Class VI

Subject	A & N Islands	Assam	Delhi	H.P.	Mizoram	Punjab	Rajasthan	Tamil Nadu	Average
Mother Tongue	16.66	12.50	14.29	14.29	14.29	12.50	14.29	16.66	14.43
English	16.66	12.50	14.29	14.29	14.29	12.50	14.29	16.66	14.43
3rd Language	16.66	12.50	14.29	—	7.15	12.50	—	—	12.62
Science	16.66	12.50	14.29	14.29	14.29	12.50	14.29	16.66	14.43
Social Studies/ Hist. & Geography	16.66	25.00	14.29	14.29	28.58	12.50	14.29	16.66	17.78
Mathematics	16.66	12.50	14.29	14.29	14.29	12.50	14.29	16.66	14.43
SUPW	—	—	—	14.29	—	—	—	—	14.29
Physical Education/ Games, etc.	—	—	—	—	—	12.50	—	16.66	14.58
Arts & Crafts/Drg	—	6.25	—	—	7.15	—	—	—	6.70
Electives	—	—	14.29	14.29	—	12.50	14.29	—	13.40
Other Curriculum Activities	—	6.25	—	—	—	—	—	—	—

of Himachal Pradesh and Tamil Nadu does not include the study of 3rd Language by the students of Class VI. In other states, time allocation ranges between 8.39% (Delhi) and 12.50% (A & N Islands, Rajasthan) with an average of 10.14%.

In the case of Science, time allocation ranges between 11.43% (Mizoram) and 17.14% (Tamil Nadu) with an average of 13.06% while in the case of Mathematics, it ranges between 11.43% (Mizoram) and 20% (Tamil Nadu) with an average of 15.62%. As regards Social Sciences, time allocation ranges between 11.11% (Punjab) and 22.86% (Mizoram) with an average of 13.96%. In Mizoram, History and Geography are treated as two separate subjects and each of these two is allotted 11.43% time which

TABLE VII A

State-wise First, Second and Third Priorities Given to Different Areas in Terms of Maximum Marks Allotted in the Annual Examination—Class VI

<i>State</i>	<i>First Priority</i>	<i>Second Priority</i>	<i>Third Priority</i>
A & N Islands	Mother Tongue, Eng 3rd Language, Science, Mathematics, Social Studies	—	—
Assam	M T, English, 3rd Language, Science, Mathematics, History, Geography.	Drg, Moral Studies	—
Delhi	M T, English, Science, Mathematics, Social Studies 3rd Language, Elective	3rd Language, Elective	—
Himachal Pradesh	M T., English, Science, Mathematics, Social Studies, Elective, SUPW	—	—
Mizoram	M T, English, Science, Mathematics, History, Geography	Drg, 3rd Language	—
Punjab	M T., English, 3rd Language, Science, Mathematics, Social Studies, Elective Physical Education	—	—
Rajasthan	M T, English, 3rd Language, Science, Mathematics, Social Studies, Elective	—	—
Tamil Nadu	M T., English, Science, Mathematics, History & Geography, Physical Education.	—	—

TABLE VII B
Over-all Ranks for Weightage given to Different Subject Areas

<i>Rank</i>	<i>Subject</i>
I	Mother Tongue, English, Science, Mathematics, Social Studies
II	3rd Language
III	Physical Education
IV	Drawing

is similar to the time allocation for other important subject areas like Mother Tongue, English, Science and Mathematics

Two states, namely Himachal Pradesh and Mizoram, have made substantial time allocation for SUPW, while Himachal Pradesh and Punjab have made substantial time allocation for Physical Education. In Rajasthan, there are three electives in addition to core subjects and each of the three subjects is allocated 12.50% of the total instructional time. It is evident from Tables II and III that time allocation for different subjects depends on the number of subjects included in the scheme of studies, e.g., less number of subjects will mean more allocation of time and greater number of subjects will mean less allocation of time for different subjects.

Table IV shows that in different states there are different patterns of assigning priorities to different subject areas in terms of weekly time allocation in the school time-table. In the Union Territories of A & N Islands and Delhi, three subjects, namely, Mother Tongue, English and Mathematics have been given the first priority. The states of Assam and Punjab give first priority to English and Mathematics, while Tamil Nadu gives first priority to Mother Tongue and Mathematics. Himachal Pradesh gives first priority to SUPW and second priority to all other academic subjects. Rajasthan, on the other hand, gives equal weightage to all the academic subjects and thus there is no question of different levels of priorities.

It is also clear from Table IV that Mother Tongue gets first priority in four states, second priority in three states and third priority in only one state, namely, Mizoram. English gets first priority in five states, second priority in two states and third priority in only one state (Mizoram). Mathematics gets first priority in six states, second priority in one state and third priority also in one state. Science gets first priority only in Rajasthan where all the subjects get equal weightage. It gets second priority in five states and third priority in two states (Assam and Mizoram). Social Studies gets first priority in Mizoram where History and

Geography are treated as separate subjects and are given equal weightage along with other academic subjects. It gets second priority in four states and third priority in two states. Himachal Pradesh is the only state which gives first priority to SUPW and second priority to all other academic subjects.

It can be concluded that from the viewpoint of time allocation in the school time-table, English and Mathematics fall in the higher category; Science, Mother Tongue and Social Studies belong to the average category and non-examination subjects fall in the lowest category.

Tables V to VII present a complete picture of the importance given to different subject areas in Class VI from the examination point of view. In A & N Islands, Delhi, Himachal Pradesh, Punjab, Rajasthan and Tamil Nadu, examination subjects are allotted equal maximum marks in the annual examination. In Assam, History and Geography are treated as separate subjects and both are assigned 25% of the total maximum marks, while 12.5% marks are assigned to each of the remaining five academic subjects, namely, Mother Tongue, English, 3rd Language, Science and Mathematics, while 6.25% of marks are assigned to either of the two remaining areas, namely, Drawing and Moral Studies. Like Assam, in Mizoram also, History and Geography are treated as two separate subjects and are together assigned 28.58% of the total marks, 14.29% marks each are assigned to Mother Tongue, English, Science, and Mathematics, while 7.15% marks each are assigned for the Third Language and Drawing. Thus, there are two patterns of marks allotment for different subjects, namely, uniform pattern and differential pattern. Six states, namely, A & N Islands, Delhi, Himachal Pradesh, Punjab, Rajasthan and Tamil Nadu follow the first pattern, that is, they have assigned equal marks for all the examination subjects. In Assam and Mizoram, the curriculum areas which are considered less important from examination point of view have been given second priority so far as assignment of maximum marks in the annual examination is concerned.

Table VII indicates that from the viewpoint of marks allotment in the annual examination, over-all Rank I is given to all the five compulsory academic subjects, namely, Mother Tongue, English, Science, Mathematics and Social Studies. The second, third and fourth positions are given to 3rd Language, Physical Education and Drawing respectively.

Interpretation and Discussion

The curriculum scenario of different states in respect of Classes VII and VIII is presented in Tables VIII to XIV. The length of a school day ranges between five hours (Assam) and seven hours (Mizoram) with an

TABLE VIII

General Information Regarding Curricular Organisation—Classes VII and VIII

State	Duration of a school day	Total no. of periods per week	Duration of a period in minutes	Duration of recess period and lunch interval in minutes	No of exam subjects		No of non- exam sub- jects
					Compul- sory	Elec- tive	
A & N Islands	6 hrs	48	40	40	6	—	2
Assam	5 hrs	38/39	40	30	9	—	1
Delhi	5-50 hrs	48	35	20	6	1	2
Himachal Pradesh	6 hrs	48	40	30	6	1	1
Mizoram	7 hrs	40	40	90	6	1	1
Punjab	6 75 hrs	54	38	30	7	1	—
Rajasthan	6 hrs	48	30	30	6	1	—
*Tamil Nadu	6.25	35	45	55	6	—	2
Total	48 50	359	308	325	52		
Average	6 06	45	38 5	41	6.5		

*Saturday closed

average of 6.06 hours. However, the modal duration of a school day is six hours as three out of the eight states have a school day of six hours' duration. The total number of periods per week ranges between 35 (Tamil Nadu) and 54 (Punjab) with an average of 45 while the duration of a period ranges between 30 minutes (Rajasthan) and 45 minutes (Tamil Nadu), with an average of 38.5 minutes. However the modal number of periods is 48 and the modal duration of a period is 40 minutes. The number of examination subjects ranges between 6 (Tamil Nadu, A & N Islands) and 9 (Assam) with a mode of seven subjects. It is evident that so far as number of examination subjects is concerned, the southern states of Tamil Nadu and A & N Islands follow the pattern of six examination subjects, while the Hindi speaking states of Delhi, Himachal Pradesh and Rajasthan follow the pattern of seven examination subjects. The remaining three states, namely, Mizoram, Punjab and Assam have 7, 8 and 9 examination subjects respectively.

TABLE IX
Allotment of Time in Clock Hours per Week for Different Curriculum Areas—
Classes VII and VIII

	<i>A & N Islands</i>	<i>Assam</i>	<i>Delhi</i>	<i>H.P</i>	<i>Mizoram</i>	<i>Punjab</i>	<i>Rajasthan</i>	<i>Tamil Nadu</i>	<i>Aver- age</i>
Mother Tongue	5 33	3 33	4 25	4 00	4 00	4 67	3 00	5.25	4.23
English	5 33	4 00	4 25	4 00	4.00	6 00	3 00	4 50	4.38
3rd Language	4 00	2 00	2 45	—	—	3 33	3.00	—	2.96
Science	4 00	2 67	3 67	4 00	3 33	4 67	3 00	4 50	3 73
Social Stu- dies/History									
Geography etc	4.00	3 33	3 67	4.00	3 33	4.00	3 00	3.00	3.54
Mathematics	5 33	4 00	4 25	4 00	3 33	6 00	3 00	5.25	4 40
SUPW	2.00	—	3 00	4 67	2 67	—	—	—	3 09
Physical Education/ Games etc	1 33	—	1 83	4 00	3 33	4 00	—	1 50	2.66
Drawing/ Arts & Crafts	—	.67	—	—	—	—	—	1 50	1 08
Electives	—	—	1 83	3 33	2 67	3 33	6 00	—	3 43
Other Curriculum Activities	67	67	—	—	—	—	—	75	69
Total	32 00	20 67	29 20	32.00	26.66	36.00	24 00	26.25	

The duration of recess period ranges between 20 minutes (Delhi) and 90 minutes (Mizoram) with an average of 41 minutes. It is clear that the duration of recess period is closely linked with the duration of a school day. The states having shorter duration of a school day have a recess of shorter duration and vice-versa.

The relative weightage given to different areas from the viewpoint of weekly time allocation is evident from Tables IX and X. In the school time table, the allocation of time per week for Mother Tongue ranges between 12.50% (Rajasthan and Himachal Pradesh) and 20% (Tamil Nadu) of the total time with an average of 15.09%. In the case of English, the time allocation ranges between 12.50% (Rajasthan and HP) and 19.30%

TABLE X
Percentage of Time Allotted to each Subject Area in Classes VI I and VIII

Subject	A & N Islands	Assam	Delhi	H.P	Mizoram	Punjab	Rajasthan	Tamil Nadu	Average
Mother Tongue	16.66	16.20	14.89	12.50	15.50	12.97	12.50	20.00	15.09
English	16.66	19.30	14.89	12.50	15.00	16.67	12.50	17.14	15.58
3rd Language	12.50	9.65	8.39	—	—	9.25	12.50	—	10.46
Science	12.50	12.85	12.57	12.50	12.49	12.97	12.50	17.14	13.19
Social Studies/History & Geography	12.50	16.20	12.57	12.50	12.49	11.11	12.50	11.43	12.66
Mathematics	16.66	19.30	14.89	12.50	12.49	16.67	12.50	20.00	15.62
SUPW	6.25	—	9.28	14.59	10.02	—	—	—	10.04
Physical Education Games/PT	4.16	—	6.26	12.50	12.49	11.11	—	5.72	8.70
Arts & Crafts/Drg. Electives	—	3.25	—	—	—	—	—	5.72	4.48
	—	—	6.26	10.41	10.02	9.25	25.00	—	12.90
Other Curriculum Activities	2.11	3.25	—	—	—	—	—	2.85	2.74

(Assam) with an average of 15.58% of the total time. The study of 3rd Language has been provided in five states only and the time allocation ranges between 8.39% (Delhi) and 12.50% (Rajasthan, A & N Islands) of the total time with an average of 10.46%. In the case of Science, the time allocation ranges between 12.50% (A & N Islands, HP, Rajasthan) and 17.14% (Tamil Nadu) of the total time with an average of 13.19%. The time allocation for Social Science subjects ranges between 11.11% (Punjab) and 16.20% (Assam) of the total time with an average of 12.66%. In the case of Mathematics, the time allocation ranges between 12.49% (Mizoram) and 20% (Tamil Nadu) with an average of 15.62% of the total time. Besides Tamil Nadu, the states of A & N Islands, Assam, Delhi and Punjab give high weightage to Mathematics. The SUPW gets high priority in Himachal Pradesh and Mizoram only, while Physical Education gets high priority in Himachal Pradesh, Mizoram and Punjab.

TABLE XI A

State-wise First, Second and Third Priorities Given to Different Subjects in Terms of Percentage of Time Allotted per Week in Classes VII and VIII

	<i>First Priority</i>	<i>Second Priority</i>	<i>Third Priority</i>
A & N Islands	Mother Tongue, English, Mathematics	3rd Language, Science, Social Studies	SUPW
Assam	English, Mathematics	Mother Tongue	Science
Delhi	Mother Tongue, English, Mathematics	Science, Social Studies	3rd Language
Himachal Pradesh	SUPW	Mother Tongue, English, Science, Social Studies, Mathematics	Games & Supervised Study
Mizoram	Mother Tongue English	Science, Social, Studies, Mathematics	Games & Co-curricular Activities
Punjab	English, Mathematics	Mother Tongue, Science	Social Studies, Physical Edu.
Rajasthan	M T , English, Science, Mathematics, Social Studies, 3rd Language	—	—
Tamil Nadu	Mother Tongue, Mathematics	English, Science	

TABLE XI B

Over-all Ranks for Weightage Given to Different Subject Areas

<i>Rank</i>	<i>Subject</i>
I	English, Mathematics
II	Mother Tongue
III	Science, Social Studies
IV	Other Areas

It is clear from Table XI that there are two broad patterns of assigning priorities to different areas in terms of percentage of time allotted per week for them. The first pattern, namely uniform pattern is followed by the state of Rajasthan only. In this pattern, all the subject areas included

TABLE XII
Maximum Marks Allotted to Different Areas in the Annual Examination—
Classes VII and VIII

<i>Subject</i>	<i>A & N Islands</i>	<i>Assam</i>	<i>Delhi</i>	<i>H.P.</i>	<i>Mizoram</i>	<i>Punjab</i>	<i>Rajasthan</i>	<i>Tamil Nadu</i>
Mother Tongue	100	100	200	100	150	100	200	100
English	100	100	200	100	150	100	200	100
3rd Language	100	100	200	—	—	100	200	—
Science	100	100	200	100	100	100	200	100
Social Studies/ History, Geography etc.	100	200	200	100	100	100	200	100
Mathematics	100	100	200	100	100	100	200	—
SUPW/WE	—	—	—	100	100	—	—	—
Physical Edu / Games etc.	—	—	—	—	—	100	—	—
Arts & Crafts/ Drg	—	50	—	—	—	—	—	100
Electives	—	—	200	100	100	100	200	100
Other Curriculum Activities	—	50	—	—	—	—	—	—
Total	600	800	1400	700	800	800	1400	600

in the scheme of studies are given the same priority. The second pattern, namely, differential pattern, wherein different subject areas are given different priorities, is followed by all other states. A number of sub-patterns are discernible within the broad pattern of giving differential treatment to different areas. The union territories of Delhi and A & N Islands give first priority to Mother Tongue, English and Mathematics. The states of Assam and Punjab give first priority to English and Mathematics while the state of Tamil Nadu gives top priority to Mother Tongue and Mathematics. The state of Mizoram has assigned the first priority to Mother Tongue and English and the second priority to all other examination subjects. The state of Himachal Pradesh is the only state which has followed the recommendations of the Ishwar Bhai Patel Committee and has given top priority to SUPW in school curriculum. All other examination subjects, namely, Mother Tongue, English, Science, Social Studies and Mathematics are given second priority. On the basis of different priorities given to different areas, over-all ranks for relative weightage given to diffe-

TABLE XIII

Percentage of Maximum Marks Allotted to Different Areas in Annual Examination—
Classes VII and VIII

Subject	A & N Islands	Assam	Delhi	H P	Mizoram	Punjab	Rajasthan	Tamil Nadu	Average
Mother Tongue	16.66	12.50	14.29	14.29	18.75	12.50	14.29	16.66	14.99
English	16.66	12.50	14.29	14.29	18.75	12.50	14.29	16.66	14.99
3rd Language	16.66	12.50	14.29	—	—	12.50	14.29	—	14.05
Science	16.66	12.50	14.29	14.29	12.50	12.50	14.29	16.66	14.21
Social Studies/ History & Geography	16.66	25.00	14.29	14.29	12.50	12.50	14.29	16.66	15.77
Mathematics	16.66	12.50	14.29	14.29	12.50	12.50	14.29	16.66	14.21
S.U.P.W.	—	—	—	14.29	12.50	—	—	—	13.39
Physical Education/ Games etc	—	—	—	—	—	12.50	—	16.66	14.58
Arts & Crafts/Drsg	—	6.25	—	—	—	—	—	—	6.25
Electives	—	—	14.29	14.29	12.50	12.50	—	—	13.40
Other Curriculum Activities	—	6.25	—	—	—	—	—	—	6.25

rent areas, in terms of time allocation have been computed. In this respect, English and Mathematics get first position while Mother Tongue gets the second position. The subjects of Science and Social Studies are given the third position, while 'Other Areas' are given the fourth position.

Tables XII to XIV present a total picture of the importance given to different subject areas in different states in Classes VII and VIII from the viewpoint of allotted maximum marks in the annual examination. It is evident from the two tables that the states of A & N Islands, Himachal Pradesh, Delhi, Punjab, Rajasthan, and Tamil Nadu follow the uniform pattern of assigning equal maximum marks to all the examination subjects. The remaining states, namely, Assam, and Mizoram follow the differential pattern of marks assignment, viz., they do not assign equal marks to all

TABLE XIVA

State-wise First, Second and Third Priorities Given to Different Areas in Terms of Maximum Marks Allotted in the Annual Examination—Classes VII and VIII

<i>State</i>	<i>First Priority</i>	<i>Second Priority</i>	<i>Third Priority</i>
A & N Islands	M T, English, 3rd Language, Science, Mathematics, Social Studies	—	—
Assam	M T, English, 3rd Language, Science, Mathematics, History, Geography	Dir., Moral Studies	
Delhi	M T, English, Science, Mathematics, Social Studies, 3rd Language, Elective	3rd Language, Elective	
Himachal Pradesh	M T, English, Science, Mathematics, Social Studies, Elective, SUPW		
Mizoram	Mother Tongue, English	Social Studies, Mathematics, Science, Elective, Physical Education	
Punjab	M T, English, 3rd Language, Science, Mathematics, Social Studies, Elective, Physical Education.		
Rajasthan	M T, English, 3rd Language, Science, Mathematics, Social Studies, Elective.	—	
Tamil Nadu	M T, English, Science, Mathematics, History & Geography, Physical Education.	—	

TABLE XIV B
Over-all Ranks for Weightage Given to Different Subject Areas

<i>Rank</i>	<i>Subject</i>
I	Mother Tongue, English.
II	Science, Mathematics, Social Science
III	3rd Language, Physical Education, Elective Subject, Drawing, SUPW etc

the examination subjects. In the state of Assam, History and Geography are treated as two separate subjects and, therefore, are assigned maximum marks separately and equal to all other areas. The subject of 'Drawing' is given less importance as compared to other areas. Assam is the only state which has made 'Moral Studies' as an examination subject and has given it weightage equal to the subject of 'Drawing'. In Mizoram, more weightage is given to Mother Tongue and English in comparison to all other subjects.

It is clear from Table XIII that the percentage of maximum marks in the case of Mother Tongue and English ranges between 12.50% (Assam) and 18.75% (Mizoram) of the total aggregate marks with an average of 15.29%. However, in the case of 3rd Language, the percentage of marks ranges between 12.50% (Assam, Punjab) and 16.66% (A & N Islands) with an average of 14.05% of the total marks. In Himachal Pradesh and Mizoram, the students may offer a third language as an elective subject with an allocation of 14.29% and 12.50% of the total marks respectively. In the case of Science and Mathematics the percentage of maximum marks is identical in all the states and ranges between 12.50% and 16.66% with an average of 14.21%. In the case of Social Science, the percentage of maximum marks ranges between 12.50% (Mizoram) and 25.00% (Assam) with an average of 13.77%. In the case of Assam, the high weightage given to History and Geography is attributable to the fact that these are considered as separate subjects and either of them is given separate weightage which is equal to that of other subject areas. Two states, namely, Himachal Pradesh and Mizoram have made SUPW as an examination subject and have allotted 14.29% and 12.50% of the total marks respectively for this area.

Table XIV reveals that all the examination subjects in the states of A & N Islands, Himachal Pradesh, Punjab, Rajasthan and Tamil Nadu are given equal weightage in terms of allotment of maximum marks in the annual examination. In the state of Assam, 'Drawing' and 'Moral Studies' are given less weightage as compared to all other subjects. In Mizoram,

Mother Tongue and English are given more weightage than all other examination subjects

Table XIVB reveals that on the basis of over-all ranks for relative weightage given to different areas in terms of marks allotment, Mother Tongue and English are given the first position. The second position is given to Science, Mathematics and Social Science. All the remaining areas are given the third position.

TABLE XV
General Information Regarding Curricular Organisation—Classes IX and X

<i>State</i>	<i>Duration of a school day</i>	<i>Total no of periods per week</i>	<i>Duration of a period in minutes</i>	<i>Duration of recess period and lunch interval in minutes</i>	<i>No of exami- nation subjects</i>		<i>No of non- exam subjects</i>
					<i>Compul- sory</i>	<i>Elec- tive</i>	
A & N Islands	6 hrs	48	40	40	5	—	2
Assam	5 66	40/42	35-45	30	6	1	—
Delhi	5 50	48	35	20	5	—	2
Himachal Pradesh	6 hrs	48	40	30	7	1	1
Mizoram	7 hrs	40	40	90	6	1	1
Punjab	6.75	54	35-45	30	7	1	—
Rajasthan	6 hrs	48	35-40	20-30	7	3	1
*Tamil Nadu	6.25	35	45	55	5	—	3
	49.16	362	318	325	48		
	6.15	45.25	39 75	41	6		

*Saturday closed

Interpretation and discussion

In Tables XV to XXI, comprehensive picture of curricular organisation in respect of Classes IX and X has been presented. Table XV reveals that the duration of a school day in different states ranges between 5.50 hours (Delhi) and 7 hours (Mizoram) with a modal duration of 6 hours. The duration of recess period ranges between 20 minutes (Delhi) and 90

TABLE XVI

Allocation of Time in Clock Hours per Week for Different Curriculum Areas—
Classes IX and X

Subjects	A & N Islands	Assam	Delhi	H P	Mizoram	Punjab	Rajasthan	Tamil Nadu	Ave
Mother tongue	4 00	4 67	4 25	3 33	4 00	4.67	4 00	5 25	4.27
English	6.00	5 33	4 25	4 00	4.00	5.33	6 00	5.25	5 14
3rd Language	—	—	—	1 33	—	4 67	2 00	—	2 66
Science	6 00	4 67	4 84	4 67	3.33	4 00	2 00*	4 50	4.06
Social Studies/ History & Geography	5 33	3 33	4 25	3 33	3.33	4.00	2.00	3 00	3 57
Mathematics	6.00	4 00	4.25	4 00	3 33	5 33	2 00	5.25	4 27
SUPW/WE/ Craft	2.00	1 33	2.42	4.67	2 67	—	2 00	—	2 51
Physical Education P T /Games/ CCA	2 00	—	2.42	4.00	3 33	2 00	2 00	1.50	2 56
Arts & Crafts/ Drg.	—	—	—	—	—	—	—	.75	75
Electives	—	2 00	—	2.67	2 67	3 33	12 00	—	4.53
Other Curriculum Activities	67	—	2 42	—	—	—	—	75	1 63
Total	32 00	25 33	29.10	32 00	26.66	36.00	32.00	26 25	

minutes (Mizoram) with a modal duration of 30 minutes. Thus, it is evident that the instructional time per day ranges between 5 hours 10 minutes (Delhi, Assam) and 6 hours 15 minutes (Punjab). The total number of periods per week also depends on the total time available for instructions. In the eight states included in the sample of the study, the number of periods ranges between 35 (Tamil Nadu) and 54 (Punjab) with a modal number of 48. The duration of a period ranges between 35 minutes (Delhi) and 45 minutes (Tamil Nadu) with a modal duration of 40 minutes. The number of examination subjects ranges between 5 (Tamil Nadu, Delhi and A & N Islands) and 10 (Rajasthan). It is evident that the three states having the minimum number of examination subjects, viz., five,

TABLE XVII

Percentage of Time Allotted to Each Subject Area in Classes IX & X

<i>Subject</i>	<i>A & N Islands</i>	<i>Assam</i>	<i>Delhi</i>	<i>H P</i>	<i>Mizoram</i>	<i>Punjab</i>	<i>Rajasthan</i>	<i>Tamil Nadu</i>	<i>Ave.</i>
Mother Tongue	12.50	18.44	14.60	10.41	15.00	12.97	12.50	20.00	14.55
English	18.75	21.04	14.60	12.50	15.00	14.81	18.75	20.00	16.93
3rd Language	—	—	—	4.16	—	12.97	6.25	—	7.79
Science	18.75	18.44	16.61	14.59	12.49	11.11	6.25	17.14	14.42
Social Studies/ History & Geography	16.66	13.14	14.60	10.41	12.49	11.11	6.25	11.44	12.01
Mathematics	18.75	15.79	14.60	12.50	12.49	14.81	6.25	20.00	14.39
SUPW	6.25	5.25	8.33	14.59	10.02	—	6.25	—	8.45
Physical/ Games/PT	6.25	—	8.33	12.50	12.49	5.55	6.25	5.72	8.15
Arts & Crafts/ Drg	—	—	—	—	—	—	—	2.85	2.85
Electives	—	7.90	—	8.34	10.02	9.25	37.50	—	14.60
Other Curriculum Activities	2.09	—	8.33	—	—	7.42	—	2.85	5.17

have only compulsory subjects and there is no provision for any elective subject. The number of non-examination areas ranges between zero (Punjab) and three (Tamil Nadu). The states of Punjab and Himachal Pradesh have made even Physical Education and SUPW examination subjects respectively, while all other states have included these areas in the list of non-examination areas.

In Tables XVI and XVII, time allocation per week for different subject areas in terms of clock hours and percentage of the total time respectively has been given. The two tables reveal that the total time devoted to the study of Mother Tongue ranges between 3.33 hours (Himachal Pradesh) and 5.25 hours (Tamil Nadu) with an average of 4.27 hours. Likewise the percentage of total time allocated for the teaching of Mother Tongue ranges between 10.41% and 20% of the total time. Thus, it is evident that

TABLE XVIII A

State-wise First, Second and Third Priorities Given to Different Subjects in Terms of
Percentage of Time Allotted per Week in Classes IX and X

<i>State</i>	<i>First Priority</i>	<i>Second Priority</i>	<i>Third Priority</i>
A & N Islands	English, Science, Mathematics	Social Studies	SUPW, Physical Education, Mother Tongue
Assam	English	Mother Tongue, Science	Mathematics
Delhi	Science	Mother Tongue, English, Social Studies, Mathe- matics	SUPW, Physical Education
Himachal Pradesh	Science, SUPW	English, Mathe- matics	Mother Tongue, Social Studies, 3rd Language
Mizoram	Mother Tongue, English	Science, Social Studies, Mathe- matics	SUPW, Elective Subject
Punjab	English, Mathematics	Mother Tongue, 3rd Language	Science, Social Studies
Rajasthan	English	Mother Tongue, Electives	3rd Language, Comp Sc, Mathe- matics, Social Studies, SUPW, Physical Education
Tamil Nadu	Mother Tongue, English, Mathematics	Science	History & Geography

TABLE XVIII B

Over-all Ranks for Weightage Given to Different Subject Areas

<i>Rank</i>	<i>Subject</i>
I	English
II	Science and Mathematics
III	Mother Tongue
IV	Social Science
V	3rd Language, SUPW, Physical Education, Elective Subject.

TABLE XIX

Maximum Marks Allotted to Different Areas in the Annual Examination—
Classes IX and X

	<i>A & N Islands</i>	<i>Assam</i>	<i>Delhi</i>	<i>H.P</i>	<i>Mizoram</i>	<i>Punjab</i>	<i>Rajasthan</i>	<i>Tamil Nadu</i>
Mother Tongue	100	200	150	150	150	200	100	100
English	100	150	150	150	150	150	100	100
3rd Language	—	—	—	100	—	150	50	—
Science	100	100	150	150	100	150	50*	100
Social Science, History & Geography	100	100	150	150	100	150	50	100
Mathematics	100	100	150	150	100	150	50	100
SUPW	—	100	—	150	100	—	100	—
Physical Education	—	—	—	—	—	150	—	—
Arts & Crafts/Drg	—	—	—	—	—	—	—	—
Electives	—	100	—	100	100	150	450	—
Other Curriculum Activities	—	—	—	—	—	—	—	—
Total	500	850	750	1100	800	1250	900	500

*Any two as per elective taken

in comparison to all other states, the states of Himachal Pradesh and Tamil Nadu provide less and more time respectively for the study of Mother Tongue. In terms of clock hours, both Assam and Punjab provide 4.67 hours but in terms of percentage of the total time, the two states differ greatly with percentage allocation of 18.44% and 12.97% respectively

In the case of English, time allocation per week in clock hours ranges between 4.00 hours (Himachal Pradesh and Mizoram) and 6 hours (Rajasthan, A & N Islands) with an average of 5.14 hours, while in terms of percentage of the total time, the allocation ranges between 12.50% (Himachal Pradesh) and 21.04% (Assam) with an average of 16.93% of the

TABLE XX

Percentage of Maximum Marks Allotted to Different Areas in the Annual Examination—
Classes IX and X

Subject	A & N Islands	Assam	Delhi	H.P.	Mizoram	Punjab	Rajasthan	Tamil Nadu	Ave
Mother Tongue	20.00	23.53	20.00	13.64	18.75	16.00	11.11	20.00	17.87
English	20.00	17.65	20.00	13.64	18.75	12.00	11.11	20.00	16.64
3rd Language	—	—	—	9.09	—	12.00	5.55	—	8.88
Science	20.00	11.77	20.00	13.62	12.50	12.00	5.55	20.00	14.43
Social Studies, History & Geography	20.00	11.77	20.00	13.64	12.50	12.00	5.55	20.00	14.43
Mathematics	20.00	11.77	20.00	13.64	12.50	12.00	5.55	20.00	14.43
SUPW	—	11.77	—	13.64	12.50	—	11.11	—	12.25
Physical Education/ Games, etc.	—	—	—	—	—	12.00	—	—	12.00
Arts & Crafts/Drg	—	—	—	—	—	—	—	—	—
Elective	—	11.77	—	9.09	12.50	12.00	50.00	—	13.62
Other Curriculum Activities	—	—	—	—	—	—	—	—	—

total time. It is evident from the two tables that the states devoting equal amount of time in terms of clock hours differ from each other in terms of percentage of the total time allocated for English. Table XVI also reveals that majority of the states included in the sample do not give much weightage to the 3rd Language. In some cases, the 3rd Language has not been made a compulsory subject, while in some other cases, the students may study a 3rd Language as an elective subject.

In the case of Science, allocation of time in terms of clock hours in different states ranges between 3.33 hours (Mizoram) and 6.00 hours (A & N Islands) with an average of 4.06% hours while the percentage of total time ranges between 11.11% (Punjab) and 18.75% (A & N Islands) with an average of 14.42% of the total time. Besides A & N Islands, the states

TABLE XXI A

State-wise First, Second and Third Priorities Given to Different Areas in Terms of Maximum Marks Allotted in the Annual Examination—Classes IX and X

<i>State</i>	<i>First Priority</i>	<i>Second Priority</i>	<i>Third Priority</i>
A & N Islands	Mother Tongue, English, Science, Mathematics, Social Studies		
Assam	Mother Tongue	English	Science, Mathe- matics, Social Studies, Elective, SUPW
Delhi	M.T, English, Science, Mathe- matics, Social Studies	—	
Himachal Pradesh	M.T, English, Science, Mathe- matics, Social Studies, SUPW	3rd Language, Elective	
Mizoram	Mother Tongue, English	Science, Mathe- matics, Social Studies, Elective, SUPW	
Punjab	Mother Tongue	English, 3rd Language, Science, Mathematics, Social Studies, Elective, Physical Education	
Rajasthan	Electives	Mother Tongue, English, SUPW	3rd Language, Comp Science, Mathematics, Social Studies
Tamil Nadu	M.T., English, Science, Mathematics, History & Geography	—	—

TABLE XXI B

Over-all Ranks for Weightage Given to Different Areas

<i>Rank</i>	<i>Subject</i>
I	Mother Tongue
II	English
III	Science, Mathematics, Social Science
IV	3rd Language, SUPW, Elective Subject, Physical Education etc

of Assam, Delhi and Tamil Nadu give high weightage to Science in comparison to other subjects

The subject of Social Science is allocated from 3.00 hours (Tamil Nadu) to 5.33 hours (A & N Islands) per week, with an average of 3.57 hours. The percentage of the total instructional time allocated for this subject in different states ranges between 10.41% (Himachal Pradesh) and 16.67% (A & N Islands) with an average of 11.44% of the total time. Besides A & N Islands, Assam and Delhi are the two other states which give more weightage to Social Science in comparison to other states. In the case of Mathematics, allocation of time per week in clock hours ranges between 3.33 hours (Mizoram) and 6.00 hours (A & N Islands) with an average of 4.27 hours. The percentage of time allocation ranges between 12.49% (Mizoram) and 20% (Tamil Nadu) with an average of 14.39%. It is evident that besides Tamil Nadu, A & N Islands and Assam are the two other states which give high weightage to the subject of Mathematics.

Regarding other curriculum areas, it is evident that SUPW gets top priority in Himachal Pradesh only and is given less weightage in five other states. The states of Punjab and Tamil Nadu have not included SUPW in the scheme of studies prescribed for this stage. The area of Physical Education gets adequate weightage in Mizoram only. In Himachal Pradesh, it is clubbed with supervised study. Rajasthan is the only state which is still following the pattern of prescribing elective courses in addition to core courses.

Table XVIII reveals that all the states included in the sample of the study follow the pattern of giving differential weightage to different subject areas in terms of percentage of time allocation per week. The subject of English has been given first priority in six states, while in the remaining two states it has been given second priority. The subject of Mathematics and Science get first priority in three states, second priority in another four states and third priority in only one state. The subject areas of Social Science is not given first priority in any of the eight states. It is

given second priority in four states, while in the remaining four, it is given third priority. Mother Tongue gets first priority in two states, second priority in another four states and third priority in the remaining two states. Himachal Pradesh is the only state which has given first priority to SUPW. All other states, which have introduced SUPW as an area of curriculum at the secondary stage, give it only third priority in the school time-table. The study of 3rd Language gets second priority in one state, namely, Punjab, and third priority in two states, namely, Himachal Pradesh and Rajasthan. The remaining curriculum areas like Physical Education, elective subject, etc. get third priority.

Thus, on the basis of over-all ranks for weightage (Table XVIII B), it can be concluded that English gets top position in terms of time allocation in the school time-table, while Science and Mathematics both get the second position. Mother Tongue and Social Science are given the third and fourth position respectively. The remaining curriculum areas like SUPW, 3rd Language, Physical Education, etc., are at the bottom in terms of time allocation per week in the school time-table.

Tables XIX to XXI present a comprehensive picture of the weightage given to different subject areas in different states in Classes IX and X from the viewpoint of maximum marks allotted for them in the annual examination. It is evident from the tables that the states of Tamil Nadu, Delhi and A & N Islands follow the uniform pattern of assigning equal weightage to all the examination subjects. It is worth noting that these three states have the minimum number of subjects, that is, five. All other states included in the sample of the study, give differential weightage to different subject areas. This implies that the curriculum planners in these states seem to be of the opinion that different subjects have varying importance from examination point of view. The number of examination subjects in these states ranges between seven and nine.

It is also clear from Table XIX that 3rd Language is a compulsory examination subject only in three states, namely, Himachal Pradesh, Punjab, and Rajasthan. As many as four states, namely, Assam, Himachal Pradesh, Mizoram and Rajasthan, have made SUPW/Craft an examination subject at this stage. Punjab is the only state which has made Physical Education a compulsory examination subject and has given it weightage equal to all other examination subjects except Mother Tongue. The state of Rajasthan is still following the pattern of having elective subjects in addition to a few core subjects and the three electives together are allotted 50% of the total marks.

It is clear from Table XX that in the case of Mother Tongue, the percentage of maximum marks ranges between 11.11% (Rajasthan) and 23.53% (Assam) with an average of 17.87%. It is worth noting that in

all the states, allocation of maximum marks for Mother Tongue is the highest. In the case of English, the percentage of maximum marks ranges between 11.11% (Rajasthan) and 20% (A & N Islands, Delhi, Tamil Nadu) with an average of 16.64%. The percentage of maximum marks in the case of Science, Mathematics and Social Science, ranges between 11.77% (Assam) and 20% (A & N Islands, Delhi, Tamil Nadu) with an average of 14.43%. Four states have made SUPW/Craft an examination subject and have given it a weightage which equals the weightage given to Science, Mathematics and Social Science. In three states (Assam, Mizoram, Punjab) the elective subject is given a weightage which equals the weightage given to subjects like Science, Mathematics and Social Science. However, in Himachal Pradesh, the elective subject and 3rd Language are given equal weightage which is less than the weightage given to all other subject areas.

Table XX reveals that in terms of maximum marks in the annual examination, the states of A & N Islands, Delhi and Tamil Nadu give equal weightage to all the examination subjects. The states of Assam and Mizoram give more weightage to Mother Tongue and English as compared to all other subjects. The State of Punjab gives more weightage to Mother Tongue in comparison to all other subjects which are given equal weightage. In Himachal Pradesh, two subjects (Elective, Mother Tongue) out of a total of eight subjects, get less weightage in comparison to the remaining six subjects.

Table XXI reveals that A & N Islands, Delhi and Tamil Nadu follow the uniform pattern of assigning equal marks to all the examination subjects. The state of Assam gives first priority to Mother Tongue, second priority to English and third priority to the remaining subjects. In Himachal Pradesh, 3rd Language and the elective subject get second priority and all other subjects including SUPW get the first priority. In Mizoram, Mother Tongue and English get the first priority while all other subjects including SUPW and the elective subject are given the second priority. The state of Punjab gives first priority to Mother Tongue alone and second priority to all other subjects including 3rd Language, Physical Education and the elective subject. In Rajasthan, the three elective subjects are given the first priority, while the Mother Tongue, English and SUPW are given the second priority.

On the basis of different priorities given to different subject areas, over-all ranks for relative weightage given to different areas in terms of maximum marks have been computed. In this respect Table XXI B reveals that Mother Tongue is at the top while 'English' gets the second position. Three subjects (Science, Mathematics, Social Science) have got third position.

TABLE XXII

Relationship between Weightage in Terms of Time Allocation and Weightage in Terms of Marks Allotment

<i>Subject</i>	<i>Class</i>					
	<i>VI</i>		<i>VII and VIII</i>		<i>IX and X</i>	
	<i>Rank order (Time)</i>	<i>Rank order (Marks)</i>	<i>Rank order (Time)</i>	<i>Rank order (Marks)</i>	<i>Rank order (Time)</i>	<i>Rank order (Marks)</i>
English	2	1	1	1	1	2
Mother Tongue	3	1	2	1	3	1
Science	5	1	3	2	2	3
Social Science	4	1	3	2	4	3
Mathematics	1	1	1	2	2	3
Value of Rho	.438		.525		.200	
Degrees of Freedom	3		3		3	
Interpretation	Not Significant		Not Significant		Not Significant	

Interpretation

Table XXII reveals that the coefficients of correlation in all the three cases are not statistically significant. This implies that there is no linkage between weightage given to a subject in terms of time allocated for its teaching and weightage given to it in terms of marks allotted for it in the annual examination. It is not essential that the subjects which are given the highest priority in terms of time allocation will always be given the highest priority in terms of marks allotment also. The 'not significant' relationship between the two suggests that the determinants of time allocation for different subject areas are different from those of marks allotment.

CHAPTER III

SUMMARY OF FINDINGS AND DISCUSSION

On the basis of a careful consideration of the data presented in Tables I to XXII, the followings have emerged as 'findings' of the study :

(a) Class VI

- 1 The duration of a school day in different states ranges between 5 hours and 6.75 hours with an average of 5.92 hours, while the duration of recess period ranges between 20 minutes and 80 minutes with an average of 41 minutes. The actual instructional time ranges between 4.50 hours and 6.25 hours with an average of 5.28 hours.
- 2 The total number of curriculum areas in different states ranges between seven and ten, out of which the number of examination subjects ranges between six and nine
3. In terms of time allocation per week, the five compulsory academic subjects, namely, Mother Tongue, English, Mathematics, Science and Social Science are given more weightage in comparison to optional academic and non-academic areas like 3rd Language, elective subject, SUPW and Physical Education
4. Out of the five compulsory academic subjects, the first, second, third, fourth and fifth position in terms of weekly time allocation is given, on an average, to Mathematics, English, Mother Tongue, Social Science and Science respectively
- 5 In terms of maximum marks allotted in the annual examination, the

five compulsory academic subjects are given the first priority. The second, third and fourth position is given, on an average, to 3rd Language, Physical Education and Drawing respectively.

(b) Classes VII and VIII

6. The duration of a school day ranges between 5 hours and 7 hours with an average of 6.06 hours. The duration of recess period ranges between 20 minutes and 90 minutes with an average of 41 minutes. The actual instructional time ranges between 4.50 hours and 6.25 hours with an average of 5.39 hours.
7. The total number of curriculum areas in different states ranges between seven and ten, out of which the number of examination subjects ranges between six and nine, while the number of non-examination areas is either one or two.
8. In terms of time allocation per week, the five compulsory academic subjects, namely, Mother Tongue, English, Mathematics, Science and Social Studies are given more weightage than all other areas like 3rd Language, Physical Education, SUPW etc.
9. Out of the five compulsory subjects, the first position is given to English and Mathematics, the second position is given to Mother Tongue and the third position is given to Science and Social Studies.
10. In terms of maximum marks allotted in the annual examination, the first position is given to Mother Tongue and English, while the second position is given to Science, Mathematics and Social Science. All the remaining areas like 3rd Language, Physical Education, elective subject, SUPW, etc. are given the third position.

(c) Classes IX and X

11. The duration of a school day in different states ranges between 5.50 hours and 7 hours with an average of 6.15 hours, while the duration of recess period ranges between 20 minutes and 90 minutes with an average of 41 minutes. The actual time for instructions ranges between 5.17 hours and 6.25 hours with an average of 5.48 hours.
12. The total number of subject areas in different states ranges between seven and nine, out of which the number of examination subjects ranges between five and nine, while the number of non-examination subjects ranges between zero and three.
13. In terms of time allocation, per week, the five compulsory academic subjects, namely, Mother Tongue, English, Mathematics, Science and Social Science are given more weightage in comparison to all other areas like 3rd Language, SUPW, Physical Education, etc.

- 14 Out of the five compulsory subjects, English is given the highest weightage in terms of time allocation per week. The second position is given to Science and Mathematics, while the third and fourth positions are given to Mother Tongue and Social Science respectively
- 15 In terms of maximum marks allotted in the annual examination, the first and second positions are given to Mother Tongue and English respectively, while the third position is given to Science, Mathematics and Social Science

(d) General

16. In terms of time allocation per week, Mother Tongue is given second or third position from Classes VI to X whereas in terms of examination marks, it is given the highest weightage in all these Classes
17. From time allocation point of view, English is given, on an average, second position in Class VI but first position in Classes VII to X, whereas from examination point of view, it is given first position in Classes VI to VIII but second position in Classes IX and X
18. From time allocation point of view, Mathematics is given, on an average, first position in Classes VI to VIII but second position in Classes IX and X, while from examination point of view, its first position in Class VI is reduced to second position in Classes VII and VIII and finally to third position in Classes IX and X.
19. From time allocation point of view, Science gradually improves its position from Class VI to Class X but from examination point of view there is a downward trend in its position during the middle and secondary stages of school education
20. From time allocation point of view, Social Science is given third or fourth position from Classes VI to X, whereas from examination point of view, its first position in Class VI is reduced to second position in Classes VII and VIII and finally to third position in Classes IX and X.
21. Weightage given to different areas from time allocation point of view is not related to weightage given to these areas from examination point of view

Summary of Discussion

The study has revealed that despite our concern for the balanced and all round development of the child's personality, academic subjects are still given considerably more weightage, both in terms of time allocation for

their teaching and marks allotment in the annual examination, in comparison to the non-bookish curriculum areas like Physical Education, SUPW, Drawing, etc. This is perhaps in response to the compulsions of the present day competitive society which tends to give priority to the students' achievements in these subjects, for their career advancement.

Out of the academic subjects, compulsory subjects considered to be components of minimum essential core curriculum are given more weightage both in terms of time allocation and marks allotment, in comparison to the elective subject or 3rd Language.

The study has also revealed that different states give weightage to different curriculum areas, either from time allocation point of view or from marks allotment point of view. English and Mathematics are the two subjects which are allocated more time for teaching in the schools from Classes VI to X. The most probable reason for the high weightage given to these subjects is the general impression that from students' point of view, these are difficult subjects, and hence they require more time to move ahead in these subjects. It is very often argued that students need more time to learn English, because of its being a foreign language. It is also argued that more time is also needed for mastering skills involved in the study of Mathematics. However, from examination point of view, Mother Tongue and English are given more weightage in comparison to all other subjects.

Science is given less weightage from the viewpoint of time allocation in the lower classes but it is given more weightage in higher classes. This shift in emphasis may be attributed to the growing importance of Science in the present times. It has now been realised that a school leaver must possess as much knowledge of Science as is necessary to prepare him for modern living.

The study has revealed that there is no linkage between weightage given to different subject areas from time allocation point of view and weightage from the viewpoint of examination marks. This implies that the subjects which are given first priority from time allocation point of view are not necessarily given the same priority from examination point of view also. The absence of any type of relationship between the two types of weightage simply suggests that there are different considerations for giving weightage to various subject areas from time allocation point of view and from marks allotment point of view. A subject is not given more weightage from examination point of view simply because of the fact that it is allotted more time for teaching per week in comparison to other subjects.

APPENDIX

Time Allocation for Different Subjects at Different Stages of School Education

A. Identifying Data

1. Name of the State/UT _____
2. Agency or organisation
supplying the information _____
3. Name, designation and
postal address of the officer
supplying the information _____
4. Date when questionnaire
is filled _____

QUESTIONNAIRE

I. PRIMARY STAGE (Classes I to IV/V)

- (a) Total number of periods in a week _____
- (b) Duration of a period _____
- (c) Number and duration of
recess period/periods _____
- (d) Total duration of a school day _____
- (e) Number of compulsory subjects
a pupil has to study _____
- (f) Number of elective subjects
a pupil has to study _____

- (g) Subject-wise allocation of time (number of periods or proportion of total time) and maximum marks in the annual examination. 'T' stands for time and 'M' stands for marks.

S. No	Subject	Classes									
		I		II		III		IV		V	
		T	M	T	M	T	M	T	M	T	M
1.											
2.											
3.											
4											
5											
6.											
7											

II MIDDLE STAGE (Classes V/VI—VIII)

- (a) Total number of periods in a week _____
- (b) Duration of period _____
- (c) Number and duration of recess period/periods _____
- (d) Number of compulsory subjects a pupil has to study _____
- (e) Number of elective subjects a pupil has to study _____

- (f) Total duration of a school day _____
- (g) Subject-wise allocation of time (number of periods or proportion of total time) and maximum marks in the annual examination

S No.	Subject	Classes						Remarks
		VI		VII		VIII		
		T	M	T	M	T	M	
1.								
2								
3								
4								
5								
6.								
7.								
8.								
9								

III. SECONDARY STAGE (Classes IX, X)

- (a) Total number of periods in a week _____
- (b) Duration of a period _____
- (c) Number and duration of recess
period/periods _____
- (d) Total length of a school day _____

(e) Number of compulsory subjects

a pupil has to study _____

(f) Numbers of elective subjects a

pupil has to study _____

(g) Subject-wise allocation of time (number of periods or proportion of total time) and maximum marks in the annual examination

S No.	Subject	Classes				Remarks
		IX		X		
		T	M	T	M	
1						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						